



## **PART I - ELIGIBILITY CERTIFICATION**

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

### DISTRICT

Questions 1 and 2 are for Public Schools only.

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### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area

4. Number of years the principal has been in her/his position at this school: 6

5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	4	5	9
K	11	13	24
1	10	14	24
2	13	6	19
3	10	12	22
4	11	9	20
5	13	9	22
6	7	13	20
7	5	17	22
8	2	11	13
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total in Applying School:</b>			<b>195</b>

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
4 % Asian  
2 % Black or African American  
5 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
79 % White  
10 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 3%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	3
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	3
(3)	Total of all transferred students [sum of rows (1) and (2)].	6
(4)	Total number of students in the school as of October 1, 2011	191
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent of English Language Learners in the school: 0%  
Total number of ELL students in the school: 0  
Number of non-English languages represented: 0  
Specify non-English languages:

Presently all students enrolled in the Academy this year speak English. No students have been identified as ELL.

9. Percent of students eligible for free/reduced-priced meals: 5%  
 Total number of students who qualify: 9

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

Sacred Heart Academy does not participate in a federally supported lunch program. However, this estimate is based on financial information gleaned from FACTS, a diocesan tuition assistance program. These are the percentage of students whose parents report an income of zero after core expenses are paid, excluding tuition.

10. Percent of students receiving special education services: 8%  
 Total number of students served: 16

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>2</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>10</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<b><u>Full-Time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>9</u>	<u>2</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>3</u>	<u>5</u>
Paraprofessionals	<u>1</u>	<u>4</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>3</u>	<u>6</u>
Total number	<u>17</u>	<u>18</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 20:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	<b>2011-2012</b>	<b>2010-2011</b>	<b>2009-2010</b>	<b>2008-2009</b>	<b>2007-2008</b>
Daily student attendance	96%	96%	96%	96%	95%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: \_\_\_\_\_

Enrolled in a 4-year college or university \_\_\_\_\_ %

Enrolled in a community college \_\_\_\_\_ %

Enrolled in vocational training \_\_\_\_\_ %

Found employment \_\_\_\_\_ %

Military service \_\_\_\_\_ %

Other \_\_\_\_\_ %

**Total** \_\_\_\_\_ **0%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

## **PART III - SUMMARY**

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### **Mission**

Sacred Heart Academy, working within a Christ centered, family oriented community, offers an education that inspires lifelong learning. Our emphasis is to form ethical and responsible citizens who are increasingly competent, faith-filled, optimistic about the future, and prepared to succeed in our ever-changing world.

Since its founding by the Sisters of the Holy Names of Jesus and Mary in 1957, the parish-based Academy, located in the city of Winchester, Virginia, has embraced a tradition of enduring quality. Academic excellence and an abiding respect for the dignity of every person are the expectation for every child who enrolls. Over the years, the Academy has become the center of Catholic education in the Shenandoah Valley, and its faculty, staff and administration are committed to their unique mission to nurture the intellectual, physical, social and spiritual development of each child.

Catholic and non-Catholic students alike are guided within the values of the Catholic tradition to realize their individual best in every endeavor.

### **The Sacred Heart Academy Family**

In a very real sense, Sacred Heart Academy is more than just a parish school; it is the focal point of an educational *family* rooted in the local community, lovingly supported by its parents and families, and with a tradition of service spanning the decades.

The Academy represents a broad collaborative effort between school, parish, and the larger community. More than 90% of current students and teachers of Sacred Heart Academy are also members of the Sacred Heart of Jesus parish. Academy teachers often enroll their own children into the school, and in some cases, their children's children. Former students have returned both to enroll their children, and to teach at the Academy. The Academy attracts talent from the broader community as well – more than 25% of the school's current roster of teachers have come from longtime service in the public school system, and have brought with them a wealth of teaching experience and a deep commitment to the Academy's educational goals.

Parents and families of enrolled students are actively involved, at every level, in helping to make the Academy an ongoing success. The Parent Teacher Organization (PTO) coordinates a small army of parent volunteers, tracking volunteer hours for the Families In Service program, coordinating fundraising, and organizing and staffing various in-school events. In addition, parent volunteers lead reading groups, organize field trips, facilitate service projects, and sponsor supplemental educational opportunities, both inside and outside of class. Academy parents and church parishioners alike undertook fundraising efforts to achieve the school's 2009 renovation—which, with the addition of a new wing, gave the Academy a state-of-the-art science lab, a media center, music and art rooms, and enough space for all the grades to be located together in the same building. Only two years after the Academy's 50<sup>th</sup> anniversary celebration, the new wing has put the Academy in an optimal position to continue its academic mission for the next 50 years.

Sacred Heart Academy has a decades-long tradition of service to the poor, needy, and disadvantaged in the community at large. Throughout the year, students at all grade levels participate in charitable activities designed to focus their attention beyond themselves. Clothing drives, food baskets, care packages for soldiers, nursing home visits, and raising money for specific causes (e.g., natural disaster relief) are only some of the charitable efforts regularly undertaken by all grades. In addition, the 7<sup>th</sup> and

8<sup>th</sup> grades go on monthly visits to a local special education center (NREP), where they engage in structured programs with severely disabled children. In all cases students are encouraged to appreciate the profound value in helping “the least of our brothers.”

### **Strengths and Accomplishments**

The Academy’s biggest strength is its dedicated, committed, competent faculty and staff, who are motivated by their stake in the community and their love of young people. Second only to that faculty and staff, the community of parent volunteers and community benefactors provide an extraordinary level of support and resources, and form the backbone of the school’s extended “family.”

The school’s technology program has progressed by leaps and bounds. A new iPad Learning Lab, digital responders, expanded WiFi coverage, in addition to the fully equipped Computer Lab, allow the Academy to integrate the best parts of new technologies across the curriculum.

The schools’ House System, initiated four years ago across all grades, has successfully provided a consistent means to promote virtuous behavior, unity, charitable giving, patriotism, social justice, and trust in God’s providence and mercy. Also important is the additional classroom support and public school resources that are available to help accommodate struggling students.

All of these elements, and more, create a dynamic learning environment, rooted in the Catholic tradition, which will help Academy students to make the future world a better place.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

a. Sacred Heart students are expected to be challenged and to perform accordingly. Most are college bound. Students in grades two through seven take the Terra Nova, a norm referenced test by CTB/McGraw Hill. In 2008, 2009 and 2010, students took the Terra Nova 2, and in 2011 and 2012 they were administered the Terra Nova 3. First graders take a limited math and reading section of the test, mostly for the purpose of developing test-taking skills. Scores are not included on their permanent record, but parents receive the results, and by tracking results over several years, it has been determined even first grade tests give some indication of future success. Test results for grades two through seven are published on the school website and compared with Diocesan averages. In 2012 overall scores were above the Diocesan average in language arts and reading, but below in mathematics. Switching from the Terra Nova 2 to Terra Nova 3 two years ago initially affected test scores adversely, but after the first year, they showed improvement again. The third and fourth grade classes overall have trended upward in the past three years in math and reading from a low in 2007-08 and those two classes are presently most in keeping with the school's standards. The goal for all classes is to see the average standardized reading and math scores at least at the 80<sup>th</sup> percentile and be competitive with Diocesan averages. The school has students with learning disabilities, and their scores are included in the class averages. On an individual basis, in 2012 34% of the students taking the Terra Nova in grades two through seven qualified for the annual Johns Hopkins Talent Search because of reading or math test scores at 95% or above.

b. There appears to be a direct correlation between teaching staff experience levels and test scores. In 2007-08, the third grade class struggled with discipline issues. The math scores for that year were 58%. The school hired more experienced staff for the following year who were able to mitigate discipline issues, and scores rose to 86%. They dropped again in 2010-11 when the Diocese switched from the Terra Nova 2 to the 3<sup>rd</sup> edition, but in 2011-12 they rose again to 90%. The same pattern occurred with reading scores. They were 67% in 2007-08, and rose to 84% in both 2008-09 and 2009-10. With the Terra Nova 3 they dropped in 2010-11 to 70%, but rose in 2011-12 again to the 79<sup>th</sup> percentile. A similar pattern is evident with fourth grade. Inexperienced staff and curriculum pacing problems contributed to test scores in the average range in both 2007-08 and 2008-09. When more experienced staff were put in place scores jumped to 88 percent in math. The first year of the Terra Nova 3 test they dropped to 72 percent with the same staff, but rose again in 2011-12 to 80 percent. Reading scores showed the same pattern, low at 69% in 2007-08, and up to 79 percent in 2011-12.

Middle school math and reading scores were both highest in 2007-08 when two long-time veteran teachers were employed. When one teacher died and the other retired, significant drops in test scores occurred for one year, then began to rise in subsequent years as the new teachers gained experience. Sixth grade math scores dropped in 2010-11 when Terra Nova 3 was introduced, but showed marked improvement in 2011-12. Faculty would like to see reading and math averages at the 80<sup>th</sup> percentile and consider that a reasonable score.

Quality teacher training is of tremendous importance and appears to be the greatest influence in improving test scores. In recent years the school has made a change in hiring practices. Applicants without some background in education are no longer considered for positions. The Academy has developed a good rapport with nearby Shenandoah University. Presently, two teachers are in education programs there, and the middle school math teacher just received a Masters in Education. The Principal finished her Masters in Leadership from Marymount University two years ago and is being trained along with all principals of the Diocese in using the Five Minute Walk Through program to evaluate school trends. Teachers are being trained in putting a greater emphasis on guided reading and small group instruction, word study, and more pre-testing. Electronic testing, which allows for immediate feedback, is also being used. Discipline plans and teaching methods that work are shared among staff in weekly team

meetings. Students with diagnosed learning disabilities receive daily small group and one-on-one instruction in math and reading. Teachers are directed to review Terra Nova practice tests with students. The faculty use curriculum-monitoring sheets to help with pacing. The Diocese offered a three-day Fred Jones seminar in the summer of 2012 about classroom management skills and Sacred Heart sent two faculty representatives. PTO fundraisers help defray the cost of continuing education classes, up to \$300 per teacher per year. In-service days sponsored by the school and the Diocese support the ongoing need for teacher training.

## **2. Using Assessment Results:**

Sacred Heart holds Terra Nova hand-off day each August. To determine areas of growth, weakness and strength for all students the faculty dissects, studies and reviews the results of this standardized exam. They look at each student's test results and create a list indicating which students have partial or non-mastery of specific skills. Teachers evaluate instructional practices, and develop new and alternative teaching strategies to improve areas in the curriculum in which performance may have slumped. Specific recommendations for teaching strategies are noted on Terra Nova hand-off sheets and passed on to the next year's teacher. At this time there is also discussion about each of the students; how each one learns, what can help in the classroom, and any personal information that may give insight into helping each child reach his full potential.

Additionally, the principal and the assistant superintendent of schools review test results, line by line. The two note any consistently weak areas across the grades and the assistant superintendent offers suggestions which are carried back to the school. Teachers are expected to emphasize at least one noted weak area of instruction in their professional goals for the year.

If a student's test scores are low and he continues to struggle in school, he will be referred to the local Student Assistance Team. His strengths and weaknesses will be discussed, and strategies suggested to assist him. A student may be recommended for further evaluation if parents agree and the school, after intervention, does not see improvement. The Academy works with the public school system to evaluate children. Once diagnostic tests are completed, recommendations are made, an I.S.P. is written, and the child's progress is monitored by a special education coordinator through the public school system while he remains a student at the Academy. In addition, the resource teacher, classroom aides and volunteers will be assigned to work with that student on an individual basis or in small groups.

Routinely, teachers will evaluate and place students in reading and math groups, depending on their ability and development. Rowland Reading and DRA2 assessments, plus teacher made materials help with evaluations.

Parents are notified when students who score in the 95<sup>th</sup> percentile or above in math or reading composites qualify for the Johns Hopkins Talent Search. In 2012 34% percent of Sacred Heart students in grades two through seven qualified. Students with high scores are also recommended to People to People and Junior Young National Leaders Conference.

Each May, registered kindergarten students take the Early Prevention of School Failure battery of tests. This is a tool used to give some prediction of school readiness. Scores with an explanation of findings are sent to the parents. Parents are encouraged to meet with the teacher if there are any concerns or questions.

In the fall and spring the kindergarten teacher administers the PALS (Phonological Awareness Literacy Screening) to chart literacy readiness and progress. This is another assessment tool to help group students for learning success. Though the teacher or parent may call for a conference at any time, the kindergarten teacher formally meets with parents mid-year and shares test driven data.

All Terra Nova results go to the parents. In addition, school averages are published on the school website and compared to Diocesan averages. All standardized test scores are kept on student permanent records and in school binders so results can easily be compared and tracked.

In November, parent-teacher conferences are scheduled. Parents are strongly encouraged to make an appointment. This is a time when teachers can share information regarding assessments and address parent expectations and concerns.

All eighth graders (unless they have a serious diagnosed learning impairment) are enrolled in Spanish I (a high school level course). At the end of the year they take an assessment exam to determine their readiness for Spanish II. Parents receive a letter notifying them of the testing results and any recommendations the teacher would make for the following year.

All eighth graders take a high school placement exam each November. This exam is used to qualify students wishing to attend a Diocesan high school. Test results are communicated to parents and included in permanent records. Teachers use practice tests to help students prepare for this exam.

Students in middle school take the algebra readiness exam to determine their readiness for upper level math. Test scores and recommendations are communicated to parents.

Each quarter the names of all students in grades three through eight who have grades of 93 or above (all A's) are published in the church bulletin, the school newsletter, and the local newspaper. Students receive ribbons for A and A/B honor roll and certificates for Academic Aim High. At the end of the first semester an all-school assembly recognizes academic achievements of all students. Parents are invited to attend.

### **3. Sharing Lessons Learned:**

The Diocese holds an Institute that gives faculty an opportunity to gather and share strategies with faculty from other schools within the Diocese of Arlington. The Diocese also regularly schedules sharing sessions for specials teachers, thus providing a network of professionals.

In the belief that getting out of the building and meeting with others can aid the creative process, the faculty of Sacred Heart met with the faculty of St. Johns Warrenton to work together on a day of curriculum mapping in 2010. Teachers said they felt the stimulus of sharing ideas with others was helpful in understanding the mapping process.

In 2008 the Academy initiated the House system for the purpose of enhancing the spiritual community, developing a stronger bond among students across the grades, allowing older students to mentor younger, and encouraging community service. When the Diocese of Arlington asked schools to create a CARE (Christian Awareness of Respect for Everyone) program in 2009, Sacred Heart realized they had already accomplished it through their House system. Principals were called together for an in-service to promote their ideas for CARE, and Sacred Heart's principal shared the House system. Since then, several other schools in the Diocese have adopted their versions of it. Since Sacred Heart instituted the House system, reporters from the Winchester Star, the local newspaper, and the Arlington Catholic Herald have come to the school and written articles about the program.

In the last three years the school has placed a major focus on STEM (science, technology, engineering, math). Through the local Air Force Association, the Academy's science teacher learned of Starbase, a Department of Defense sponsored camp located in Martinsburg, WV, that promotes STEM. Sixth grade students at Sacred Heart began attending three years ago. The Academy touted the virtues of the program in the school newsletter, yearbook and church bulletin. As a result, the Arlington Catholic Herald and Winchester Star also wrote articles about the program. Enthusiasm caused local public administrators,

the AFA, and government leaders to lobby for a Starbase in Winchester. As of 2012 it was established, and Sacred Heart faculty representatives were invited to its ribbon cutting ceremony. Sacred Heart students, along with public school students, will attend the Winchester facility beginning this school year.

#### **4. Engaging Families and Communities:**

Sacred Heart Academy encourages and supports community involvement. In 2008, parishioners and parents partnered to raise \$1.3 million to expand the school, adding a lab, classrooms and library. This space is shared with after school and weekend groups.

Parents have a choice of volunteering for 25 hours each school year or paying \$450.00 annually. Overwhelmingly, parents choose to serve. Many go far beyond the 25 required hours. The more frequently they are in the school, the more aware they become of successes and needs.

Parents use their talents in classrooms. A reading specialist comes daily and tutors. A grandmother with a doctorate in education teaches writing. A father, an assistant commonwealth attorney, recently spoke at an assembly about the justice system. Volunteers handle lunch and recess duties, organize and oversee an after school running club, coach soccer, basketball, and cross country teams, and chaperone on field trips. A parent built and maintains the school website. Volunteers support Junior Achievement and the Robotics, Chess, and MathCounts after-school clubs.

For over twenty years the Academy has partnered with NREP, a public school for profoundly disabled children. Seventh and eighth graders visit NREP monthly to work with students. The experience is humbling and sometimes life changing.

The parish bulletin carries a weekly column dedicated to Academy news. School fundraisers advertised in the bulletin bring significant parishioner participation. The bulletin often includes a notice of the Academy's Tuition Angel Fund, created to help support needy students. A wall in the entrance to the Academy lists names of individuals and organizations that have given to the Fund. A retired Air Force colonel first gave to the scholarship fund, then moved to galvanizing his local Air Force Association group to provide speakers for science classes and accompany students to the Smithsonian's Air and Space Museum. The Colonel continues to raise funds for science equipment, and has nominated Sacred Heart STEM teachers for AFA honors and awards.

The Diocese encouraged schools to initiate an Enrollment Management program. The core EM team, which includes parishioners, has produced public relations materials for prospective families, assists with open houses, and sponsored the school when it joined the local Chamber of Commerce.

The Parent Teacher Organization, in collaboration with administration, organizes two major fundraisers each year to purchase such items as textbooks, PE equipment, and team uniforms. The fundraiser in the spring of 2012 paid for a thirty unit iPad lab.

# PART V - CURRICULUM AND INSTRUCTION

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## 1. Curriculum:

Sacred Heart is a Christ-centered, family-oriented community of life-long learners following the Diocese of Arlington curriculum. The Academy encourages the development of students' unique skills and talents, recognizing the diverse needs of each learner and integrating subject areas across the curriculum.

**Religion** classes prepare students for participation in the sacramental life of the church. Students attend daily religion class where faith values are incorporated into activities that help students lead a holy, spirit filled life in service to others. Students attend weekly Mass, and support a variety of community service projects.

In **reading/literature and language arts** students participate in novel studies, oral reading and presentations, creative writing, journaling, poetry contests, storytelling and drama workshops and skits, and submit fiction and non-fiction to the school's literary journal, *The Writer's Hand*.

**Mathematics and algebra** classes emphasize mastering computational skills and developing higher level problem solving skills. Teachers use manipulatives, technology, games, drills, and the problem of the day to challenge students. Several tracks, including pre-algebra, algebra, and geometry, meet students' diverse needs and abilities in middle school.

**Social studies** melds Catholic social teachings and virtues with family, community, state, world geography, ancient history, Virginia history and U.S. government, geography, map skills, and current events. During a special family night, students present social studies research projects.

**Science** classes teach students to conduct investigations using the scientific method. Each year the curriculum builds in complexity as students study life, earth, and physical science, and conduct experiments in the school's science lab. Seventh and eighth graders participate in both Diocesan and regional science fairs.

**Foreign language** at Sacred Heart is in compliance with the U.S. Department of Education guidelines. Students begin Spanish in kindergarten. Through interactive instruction they put names to pictures, memorize songs and prayers, and develop an appreciation for other cultures. By middle school they write and converse in Spanish using correct grammar. Graduating eighth grade students are prepared to enter Spanish II in high school.

## Specials Subjects

**Art** challenges students to think creatively, learn the application of artistic materials and broaden their understanding of and appreciation for art history. Curriculum includes field trips to museums and galleries. Students create scenery for school performances and assist with school fundraising projects. Student art is displayed in a Fine Arts Week exhibit. The National Junior Art Honor Society offers a creative outlet and recognition for 7<sup>th</sup> and 8<sup>th</sup> graders with special aptitude.

**Library instruction** fosters a life-long love for reading, teaches information-access skills, and extends classroom curriculum topics. Read Across America, Poetry Cafe, Poem in Your Pocket, and Story Telling Workshop are among the year's highlights. Use of Resource Integration Sheets ensures that library lesson topics will enhance the classroom curriculum.

**Computer classes** support students' technology and research skills. The computer instructor consults with classroom teachers to select computer software programs and websites which enhance the classroom curriculum. Students have weekly instruction using the computer lab or the portable iPad lab.

**Physical education** cultivates physical fitness, team work, a healthy life style, and self-confidence through organized games and activities. Parent volunteers oversee an after school running club. As a community outreach, Sacred Heart hosts an invitational cross country meet for students in first through eighth grades.

**Music classes provide** Academy students the opportunity to study voice, rhythm, styles, and learn to read and write music. Additionally, any student may enroll in violin. All third graders play recorders, and fourth graders may join the band. Fifth graders make up the children's choir for the weekly Masses. All students participate in the annual Advent program, and middle school students may elect to perform in a musical.

## **2. Reading/English:**

Reading is fundamental to success in all facets of education; therefore, students are introduced to a balanced literacy approach aligned with Diocese of Arlington curriculum guidelines.

Starting in Pre-K with letter and sight word recognition, Sacred Heart follows a curriculum that incorporates phonics, spelling, vocabulary, fluency, writing, comprehension, and grammar.

Before entering kindergarten, students are screened through the Early Prevention of School Failure program. PALS reading assessment is used in kindergarten. The DRA2 in grades three through five helps diagnose reading strengths and weaknesses. The resource teacher and a volunteer reading specialist support remediation and enrichment. Teachers use reading buddies, pairing older students with young. The school librarian and technology instructor collaborate with teachers to support reading related instruction. The art teacher, resource teacher, volunteer parents, and the principal lead small group novel studies to spark interest and encourage reading and discussion.

Students create themed and curriculum word walls to support word recognition and memory. Words Their Way word study reinforces language development and improves skills. Writing workshop emphasizes poetry, expository, persuasive and fictional work to help students develop strong writing capabilities.

Recent purchases of reading materials were selected because of their high interest content and because they promote differentiated instruction according to ability and reading level. In 2012 the school adopted the Rowland Reading series, SuperKids, a program that teaches reading proficiency by the end of second grade, and a Scholastic leveled reading library for kindergarten through grade five. This fall the school also received a gift of Fountas and Pinnell leveled take-home readers. Reading A-Z supports the guided reading program, too. Upper elementary students also use a McGraw-Hill basal with enrichment and re-teaching options. Middle school curriculum includes reading and interpreting poetry, short stories, and historical and contemporary novels. Students maintain reading response journals which are reviewed for content, punctuation, grammar and spelling.

Sacred Heart encourages oral presentations across the grades. Students memorize and recite poems, lead prayers, read scripture at Mass, and perform skits and plays. They research and present projects in a variety of mediums for science, history, foreign language and fine arts.

Students visit the library weekly, where they find a variety of genres. The library sponsors two book fairs annually plus a birthday club for parents to dedicate books to a child. Students always receive a list of required summer reading, and come to school with completed reports.

### **3. Mathematics:**

Application, collaboration, communication, engagement, feedback, and assessment are the six pillars of Sacred Heart Academy's math program. Curriculum taught follows diocesan guidelines.

In preschool, students learn to count, add and subtract using manipulatives. They practice one-to-one correspondence and sequencing, listen to stories, and use movement, songs and poems to develop number sense. From the beginning, students engage in building on foundational skills that in turn promote higher level thinking.

Computation and word problem practice are heavily emphasized in all grades to build math skills, understanding and confidence. Students play games, solve puzzles, participate in contests, pair up to check homework, and act as peer tutors, creating a student-centered environment where all students are engaged and eager to learn. Teachers administer pre-assessment quizzes to determine background knowledge, and use timed tests and competitions to help students learn basic math facts. For those who struggle with memorization because of a disability, keeping a chart in a notebook or having a calculator readily available provides support. The resource teacher works with ISP math students daily either individually or in small groups. Students working above grade level may be moved to another class for math or receive small group instruction with the help of aides and volunteers. In middle school, small group instruction is the norm. General math, pre-algebra, and algebra are offered. Most students complete Algebra I by eighth grade. In 2011-12 one eighth grade student completed high school geometry.

MathCounts gives students opportunities to take on creative and challenging math problems. Students, working in teams in the First Lego League Robotics program, apply learned math concepts to the fields of engineering and computer programming by designing and programming a robot to accomplish sophisticated challenges.

Mini-whiteboards, iPads with math apps, websites, and a variety of hands-on manipulatives give students the opportunity to complete problems of increasing difficulty at their own pace. Technology like SMART responders allow for instant feedback to student solutions. These technologies help guide students toward mastery and display student progress for the instructor.

### **4. Additional Curriculum Area:**

Sacred Heart Academy's mission includes working within a Christ-centered, family-oriented community with an emphasis on forming ethical, responsible, faith-filled citizens. To fulfill this mission, religion is an integral part of the curriculum.

Prayers are incorporated into the school day. In the classrooms students share their concerns, give thanks, and lift up others spiritually. They participate in daily religion class, study the scriptures, learn prayers, attend Mass each Friday and on Holy Days of Obligation, and participate in the sacraments of the church. To accommodate the emphasis on religion, the school day is extended by one period.

In 2008, administration, with support from faculty, launched the Academy House System to further enhance the spiritual community, create a stronger bond and build character among students. This program also fulfills a Diocesan directive to establish a CARE (Christian Awareness of Respect for Everyone) program. Each year, a House committee comprised of faculty and staff members plan the year's House activities and select themes based on virtues. All students are assigned to a House upon entering the Academy. Each House, named after a saint, includes students across the grades. Families stay together to encourage House identity and meaning beyond graduation. Faculty and staff act as House mentors and oversee the House meetings and activities. Students from the upper grades are named house captains, co-captains and scribes. These individuals are encouraged to take on leadership roles in meetings. Mentors and student leaders model core values and encourage group participation. House

meetings occur twice a month, once in a school-wide assembly where students perform skits, welcome guest speakers and participate in discussions revolving around the monthly theme. To begin and end the assembly, students sing religious and patriotic songs. Houses also meet individually once a month.

Planned activities promote virtuous behaviors, unity, patriotism, social justice, and devotion to God's plan. Students in each House have studied the House's saint, chosen a motto and colors, and designed a flag in keeping with their saint's history. Houses support charitable giving programs, practice good manners, resolve to eliminate bullying, role play what to do in difficult situations, focus on environmental issues and good citizenship, and win House points that give the Houses special privileges for exemplary behavior. Daily, students are encouraged to honor God through prayer and responsible actions toward others.

## **5. Instructional Methods:**

Sacred Heart faculty members strive to create an environment where learning is infectious and students are enthusiastic. They strongly support "seeing is believing." The Smithsonian, Holocaust Museum, Capitol Building in Washington, DC, a nearby farm, or walking tours of historic buildings and museums in Winchester are resources that make book learning come alive. On campus, speakers are often invited guests. In a recent House meeting the assistant commonwealth attorney spoke with students about the justice system.

Students are involved in science and social studies fairs, individual and group projects, lab experiments, designing dioramas for non-traditional book reports, journaling, writing workshop exercises, storytelling, novel studies, plays, skits, plus Keynotes and video productions appropriate for their grade level. Teachers use manipulatives, graphic organizers, charts, word study, visuals, and study guides to aid students. Specials teachers are kept informed of unit studies and offer enrichment and reinforcement.

Classrooms have access to the Internet, cable television, VHS and DVD players. The school purchased a 30 unit iPad lab this year, and a computer lab is maintained as well. Students complete teacher-directed Internet research both in the lab and the classrooms. A variety of websites such as Brainpop support differentiated instruction. Electronic responders used in practice and exams give the instructor immediate feedback on who understands a presentation and who needs re-teaching. Small group instruction in math and reading bolsters achievement.

Classroom aides, the resource teacher, and volunteer parents and grandparents regularly assist teaching staff in classroom centers and in providing individualized and small group instruction.

Teachers use assignment notebooks, email and YouTube videos as communication tools for students and parents. The middle school math teacher introduced the use of websites for maintaining class notes and assignments, and is training other teachers to use this communication method.

Students with special needs receive small group pull-out and one-on-one instruction. For those with reading challenges, instructions are read aloud. Modified spelling and vocabulary lists for reading and spelling, and calculators and facts charts for math give students an improved opportunity to experience success. Students who are easily distracted receive preferential seating, visual and verbal cues. Those with handwriting challenges also receive one-on-one instruction. A special education consultant from the public system is available to assist the school. She observes ISP students and makes recommendations about teaching methodology and curriculum modifications to reach established goals.

## **6. Professional Development:**

Professional development infuses faculty with enthusiasm and provides tools for effective teaching and learning. Sacred Heart teachers receive in-house and off-campus opportunities to sharpen skills in content areas and improve teaching strategies, increase their effectiveness in teaching children with learning

disabilities, and challenge advanced learners. The school administration seeks out opportunities for classes, workshops and conferences, makes recommendations, and encourages staff development by providing substitute teachers, and taking advantage of tuition assistance from the PTO. The goal is always to promote student success, effectively cover curriculum, and improve test scores.

In the spring of 2012 the Academy purchased the Rowland Reading SuperKids program for grades preschool through second, and guided reading materials for grades K through five. Rowland Reading sent trainers to instruct teachers in using SuperKids. On-campus teacher training to enhance the guided reading program also took place.

In the last year, with grants from the PTO and a local Air Force Association, the school purchased a thirty unit iPad lab and SMART Response PE Remotes. Teachers who are technologically savvy trained other staff to use technology in the classroom.

During the summer of 2012 representatives were sent to the Fred Jones Tools for Teaching Diocesan sponsored seminar where they were trained in methods to improve discipline, instruction and student motivation.

This fall the Diocese adopted the Five Minute Walk Through, a program from A+ Educators. The principal was trained to use this method to focus on trends in the classroom, which will translate into identifying professional development needs and opportunities. The cost of this was covered by the Diocese and Title IIA funds.

In support of the school's Catholic perspective, six religion teachers are currently participating in a two year Master Catechist Program for the purpose of deepening their knowledge of the Faith. This was coordinated through the parish's religion education.

Teachers participate in such workshops as curriculum mapping, brain research, differentiated instruction, and word study. They regularly share experiences, information, and strategies with one another informally and in weekly team meetings.

Sacred Heart teachers enjoy a favorite local summer offering, the Children's Literature Conference at Shenandoah University. National bestselling authors and illustrators share their stories, and give insight into the creative process during this three hour graduate level course.

The local public school system includes Sacred Heart in CRISS training federally funded through Title IIA to help teachers use technology to energize student learning.

## **7. School Leadership:**

Sacred Heart Academy is a diocesan school under the purview of the Catholic Diocese of Arlington, VA. As such, the pastor and the principal comprise the core leadership team. Between the two, the pastor is formally the ultimate authority over the school, as he sets the general goals and expectations; but the principal is directly responsible for what happens within the Academy on a day-to-day basis.

Augmenting the leadership team are key faculty and staff members, who act as leaders (curriculum coordinators) within their assigned curriculum and grade areas. These faculty leaders chair the various curriculum committees, which monitor and report on compliance with diocesan curriculum standards, evaluate textbooks, and provide mentorship to new teachers as needed.

The principal's leadership style very much embraces an open-door philosophy, encouraging collaboration and communication. Her primary job is to make sure that students receive, on an ongoing basis, the most comprehensive and appropriate educational instruction possible. To that end, and with the assistance of

faculty and staff, she plans and implements yearly themes for the school, oversees preparation for House assemblies and meetings, provides professional development opportunities for teachers, and arranges for various faith-based observances in order to provide spiritual refreshment to students and faculty alike.

One way in which the Academy's leadership is focused on student learning and success is how accommodations are made for unique student needs, contextualized and customized for each child, on a case-by-case basis. For example, when a student is identified as having possible special needs, the principal convenes a Student Assistance Team. This SAT team, working in close consultation with the child's parents, teachers, and community resources, seeks to assess and recommend any classroom accommodations that might be made to ensure the success of the student, any specialized testing that is indicated, and the extent to which outside resources should be engaged or referrals made.

The overarching leadership goal is to foster and nurture academic excellence, achievement, and success in ways that impact and enrich the whole child – each one of them.

## PART VI - PRIVATE SCHOOL ADDENDUM

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1. Private school association: Catholic

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

3. What are the 2012-2013 tuition rates, by grade? (Do not include room, board, or fees.)

<b>K</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>
<u>\$4463</u>	<u>\$4463</u>	<u>\$4463</u>	<u>\$4463</u>	<u>\$4463</u>	<u>\$4463</u>
<b>6th</b>	<b>7th</b>	<b>8th</b>	<b>9th</b>	<b>10th</b>	<b>11th</b>
<u>\$4463</u>	<u>\$4463</u>	<u>\$4463</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
<b>12th</b>	<b>Other</b>				
<u>\$</u>	<u>\$</u>				

4. What is the educational cost per student? (School budget divided by enrollment) \$6900

5. What is the average financial aid per student? \$2226

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?  
32%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 99%

# PART VII - ASSESSMENT RESULTS

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Terra Nova 2 yrs.3,4,5/Terra Nova  
3 yrs.1,2.

Edition/Publication Year: TN2  
1997/TN3 2008

Publisher: CTB  
McGraw Hill

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	90	86	81	86	58
Number of students tested	15	23	24	26	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Terra Nova 2 yrs.3,4,5 /Terra Nova 3 yrs.1,2.

Edition/Publication Year: TN2 1997/  
TN3 2008

Publisher: CTB  
McGraw Hill

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	79	70	84	84	67
Number of students tested	15	23	24	26	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Terra Nova 2 yrs.3,4,5/Terra Nova 3 yrs.1,2.

Edition/Publication Year: TN2  
1997/TN3 2008

Publisher: CTB/McGraw  
Hill

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	80	72	88	53	57
Number of students tested	20	23	20	20	26
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Terra Nova 2 yrs.3,4,5/Terra Nova 3 yrs.1,2.

Edition/Publication Year: TN2 1997/  
TN3 2008

Publisher: CTB/McGraw  
Hill

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	79	77	83	68	69
Number of students tested	20	23	20	20	26
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Terra Nova 2 yrs.3,4,5 Terra  
Nova 3 yrs.1,2.

Edition/Publication Year: TN2  
1997/TN3 2008

Publisher: CTB/McGraw  
Hill

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	76	79	62	83	77
Number of students tested	23	20	16	22	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Terra Nova 2 yrs.3,4,5/Terra Nova  
3 yrs.1,2.

Edition/Publication Year: TN2  
1997/TN3 2008

Publisher: CTB  
McGraw Hill

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	81	76	75	78	68
Number of students tested	23	20	16	22	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Terra Nova 2 yrs.3,4,5/Terra Nova  
3 yrs.1,2.

Edition/Publication Year: TN2  
1997/TN3 2008

Publisher: CTB  
McGraw Hill

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	75	56	68	62	86
Number of students tested	20	15	21	16	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Terra Nova 2 yrs.3,4,5/Terra Nova 3 yrs.1,2.

Edition/Publication Year: TN2  
1997/TN3 2008

Publisher: CTB/McGraw  
Hill

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	77	73	79	71	83
Number of students tested	20	15	21	16	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Terra Nova 2 yrs.3,4,5/Terra Nova 3 yrs.1,2.

Edition/Publication Year: TN2  
1997/TN3 2008

Publisher: CTB/McGraw  
Hill

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	76	73	67	77	78
Number of students tested	14	19	16	20	26
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

13PV41

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Terra Nova 2 yrs.3,4,5/Terra Nova 3 yrs.1,2.

Edition/Publication Year: TN2  
1997/TN3 2008

Publisher: CTB/McGraw  
Hill

Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	78	81	76	84	84
Number of students tested	14	19	16	20	26
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

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